DOCUMENT RESUME

ED 168 658 JC 790 243

AUTHOR Kirby, Emily B.
TITLE Evaluating and Communicating College Transfer Students' Perceptions of Selected Institutional Characteristics.
PUB DATE 12 Apr 79
NOTE 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Articulation (Program); Community Colleges; Counselor Role; Graduate Surveys; Institutional Characteristics; *Institutional Research; *Junior Colleges; Participant Satisfaction; Questionnaires; Student Attitudes; *Transfers; *Transfer Students

ABSTRACT

The Transfer Programs Outcomes (TPO) system developed by Oakton Community College (Illinois) focuses on the evaluation and communication of community college transfer students' perceptions of selected senior institutional characteristics. The objectives of the program are (1) to develop an effective, rapid feedback method for follow-up of community college students at senior institutions; (2) to develop a dissemination strategy for results; (3) to develop tools for assuring collection, analysis, and transmission of information about transfer to the senior institution; and (4) to increase the accuracy of prediction of success of transfer students. TPO data gathering procedures entail each college counselor being responsible for transfer relationships with one senior institution within the state. A one-page questionnaire eliciting information from the transfer students on the community college, senior college, and articulation was designed to provide a textual summary of results to be sent to transfers within four weeks of the original mailing, which also encourages non-respondents to return their questionnaires, and to generate an annual report comparing senior institutions and providing a composite of student perceptions of their community college experience. The development of the data base, methods of analysis, and the dissemination strategy are discussed and a bibliography is included. (MB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED168658

EVALUATING AND COMMUNICATING COLLEGE TRANSFER STUDENTS' PERCEPTIONS OF SELECTED INSTITUTIONAL CHARACTERISTICS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Emily B. Kirby

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

by

Emily B. Kirby
Oakton Community College

JC 790 213

Paper presented at the American Educational Research Association Meeting, San Francisco, California, April 12, 1979.

EVALUATING AND COMMUNICATING COLLEGE TRANSFER STUDENTS' PERCEPTIONS OF SELECTED INSTITUTIONAL CHARACTERISTICS[1]

BY

Emily B. Kirby
Oakton Community College

I. Problem:

Concern here is with assessing the outcomes of transfer programs. The study reported focuses upon transfer from community college to senior institution. This paper describes the system, Transfer Program Outcomes (TPO) developed by Oakton Community College (OCC) to tackle issues of evaluation and communication of community college transfer students' perceptions of selected institutional characteristics.

II. Background:

During the present decade various aspects of transfer programs have been studied. Among these aspects the awarding of credit by senior institutions for work done at community and junior colleges (for instance, Willingham, 1972; Kintzer 1975, 1976; Rinehart, 1977; Kirby, 1978b) has been prominent. The total college environment and its measurement have been addressed (Baird, 1974; Kintzer, 1976; Vaughan, et. al., 1976). Examinations of the impact of the community college yielded a model for measuring student outcomes (Alfred, 1977) and a model for predicting academic performance of junior college students (Nickens, 1972) was devised.

---

[1]A paper presented at the American Educational Research Association Meeting, San Francisco, CA., April 12, 1979.

Instruments relevant for measuring the transfer students' perceptions of the institutional characteristics of interest were scarce. A study comparing educational processes for improved student choice (Stark, Leahy and Milley, 1977) was helpful, as was Anstett's (1973) work comparing college students and junior college transfers on the CUES II which found that students who have been in the school a year have similar perceptions of the environment. James Swedler's as yet incomplete dissertation contains an instrument inviting community college transfer students to make comparative ratings of the sending and receiving institutions. However, no extant instrument precisely met the objectives of this study.

III. Development of the Transfer Program Outcomes System:

1. The Major Objectives

The major objectives of TPO (fully described in Kirby, 1978a) included improved assessment of transfer outcomes, more accurate information for decision making, planning, accountability and advising benefits, and increased interinstitutional cooperation between community college and state senior institutions. The objectives are outlined in Figure I.

Figure 1

Objectives of Transfer Program Outcomes

I. Development of an effective, rapid feedback method for follow-up of community college students at senior institutions.

II. Development of a dissemination strategy for results.

III. Development of tools for assuring collection, analysis, transmission of accurate contemporary information about transfer to the senior institution,

IV. Increasing accuracy of prediction of success of transfer students at the senior institution.

2. The Instrument

Objectives included high response rate, rapid feedback, and low-cost, thus a one page instrument was devised. It was designed to meet Baird's suggestions about including "the expert opinion of students about matters affecting them" (1974, page 309) and those on interinstitutional comparison in decision making (page 307) as well as Vaughan et. al.'s (1976) imperative that community colleges present institutional information clearly and concisely.

The TPO instrument elicits demographic data, opinions, comparisons of community college and senior institution, and articulation information. Space is provided for respondent suggestions or complaints, and response is further encouraged by anonymous responses.

Originally typed on large IBM sheets, the cost effective instrument is reduced to 8½ x 11 format and printed on NCR (National Cash Register) two-ply pressure sensitive sheets. Respondents are instructed to detach and retain a copy for later comparison of responses with those of their cohort. Figure 2 presents a sample instrument.

Demographic information requested included sex, semesters and class status at 'This School,' age, semesters at OCC, number of credits earned at OCC, number of credits transferred to 'This School' from OCC, major at 'This School,' number of credits this semester (or quarter, or trimester). Items on student perceptions involved before and after transfer responses on cost, number of semesters (or equivalent) to graduation, recreational possibilities, academic standards. Comparison of expected and actual events was requested. There were comparisons of OCC and 'This School' on another list of pertinent variables such as accessibility of faculty. These ratings were made on a five-point scale (1 = lowest). A portion of the survey space permitted identification of courses which did not articulate along with the respondent's understanding of non-articulation reasons.

Edited: 7/19/78

Figure 2

Transfers' Evaluation of Oakton Community College Experience

1978

1. We need to know about you. Please fill in the information requested below. Where possible circle the right answer.

   a. Sex: M (F)
   b. Date you entered this school: 8/75
   c. Semesters at THIS school: 1 2 3 4 5 6 7 (8)
   d. Class status at THIS school: Fr So Jr (Sr)
      other (please explain)_____
   e. Age: (in years) 21
   f. Semesters at Oakton Community College: 1 (2) 3 4 5 6 7 8
   g. Number of Oakton Community College credits earned: 13
   h. Number of Oakton Community College credits transferred: 12
   i. Your major at THIS school: Child Development
   j. Number of credits you are taking this semester: 12

2. We need to know your opinion. Please give us your estimate (a) before coming to THIS school, and (b) now about THIS school. You will need to give two (2) answers for each topic.

Estimates of:	(a) what you thought before you came to THIS school	(b) what you think now
a. Costs	$ 2,000 per year	$ 3,000 per year
b. Number of semesters to graduation	8 semesters	8 semesters
c. Academic standards	Average	Average
d. Recreational possibilities	good	fair
e. Study time needed	?	varies
f. Size of school	26,000	26,000

3. Rating of Oakton Community College and this school. Below we have listed some important features of college life. We would like you to rate THIS school on each of them. Then we would like you to rate Oakton Community College on the same features' of college life. First, do the column marked THIS School, then do the column marked Oakton Community College. Use the scale below:

   1 = lowest 2 = fairly low 3 = average 4 = above average
   5 = highest Remember to rate each feature twice.

	THIS School	Oakton Community College
a. Accessibility of Faculty	2	2
b. Preparation of Faculty	3	3
c. Academic Advising	1	1
d. Help with personal problems	1	1
e. Academic standards	4	2
f. Help with vocational planning	2	2
g. Making friends	5	3
h. Part-time placement opportunity	2	4
i. Overall rating of each school	2	2

4. Courses NOT transferred. We are asking you to name any Oakton Community College courses that did NOT transfer to THIS school. Where you can, please give us the reason why THIS school did not credit a course. Do not list any that YOU failed. Please follow instructions carefully.

   a. course number and title
   b. reason given for non-transfer

   1a. _____
   1b. _____
   2a. _____
   2b. _____
   3a. _____
   3b. _____
   4a. _____
   4b. _____

Is there something especially good about either school that you think we ought to know? Or something especially bad? Have we missed anything? Help us by listing it below, continue on the back if necessary.

U Has too much red tape

Thank you for your time and your help.
Student Development and Instructional Research and Evaluation

Prepared by I.R.E. 2/1/78
EBK/sas

3. The Procedure

TPO data gathering procedures build upon existing advising structures at the community college. At OCC, student development faculty (counselors) coordinate transfer activity and transfer articulation. Each counselor is responsible for transfer relationships with one senior institution within the state. The counselor initiates contact with the senior institution through the established informal, personal communications network. Cooperation, which often includes local address labels for the transfer student cohort, is requested. Such cooperation, obviously, is part of the formal communication network.

The community college research office produces TPO materials, manages TPO activities in accord with counselors' needs. Such needs may include timing of the TPO mailing to coincide with the counselor's visit to the senior institution for an articulation conference and meetings with former students. In addition, to strengthening communication between the two institutions, such coordination emphasizes to transfer students at each senior institution that the community college has continuing interest in the individual student. The research office provides back up communication with the senior institution. This may take the form of courtesy copies of materials used for data collection, telephone contacts, preliminary, and final reports. Interinstitutional cooperation is further reinforced by the presence of the counselor on the senior institution campus.

An important characteristic of the TPO is rapid feedback of results to the community college alumni (the transfers), the senior institutions and the local community college. The structure of the one-page questionnaire was designed to provide two levels of data reduction. The first level is intended for a textual summary of results which is sent to the transfers within four weeks of the original mailing. At that time non-respondents are encouraged to return their questionnaires if they have not already done so. Tallies for these preliminary reports are usually done manually for the individual senior institution transfer cohorts. Steps in this process

are shown in Figure 3. Figure 4 presents a sample preliminary tally.

Second level analysis is performed by the research and EDP departments of the community college. Survey responses are coded and entered into a data bank which generates comparative information on the senior institutions and a composite of student perceptions of their community college experience. Senior institutions are furnished complete comparative information annually with their institution identified. The comparative information is used for counseling current community college students seeking information for their transfer decision making. The composite picture serves the Administration as an accountability measure which aids in program revision and validation.

The steps outlined have been completed for six of the senior institutions to which OCC sends transfer cohorts annually. Additional senior institutions, both public and private, are to be added each year. Thus, the composite picture of the community college will grow more comprehensive each year, and more accurate. Further, information on current conditions at a larger number of senior institutions will be available to potential transfers. It is planned to update each senior institution's data once every three years--a compromise chosen to minimize both the possibilities of repeatedly sampling the same transfer students, and of untimely information.

IV. Outcomes:

Specific TPO results are varied and therefore are summarized under headings of feedback, data base, methods and analysis, and additional benefits.

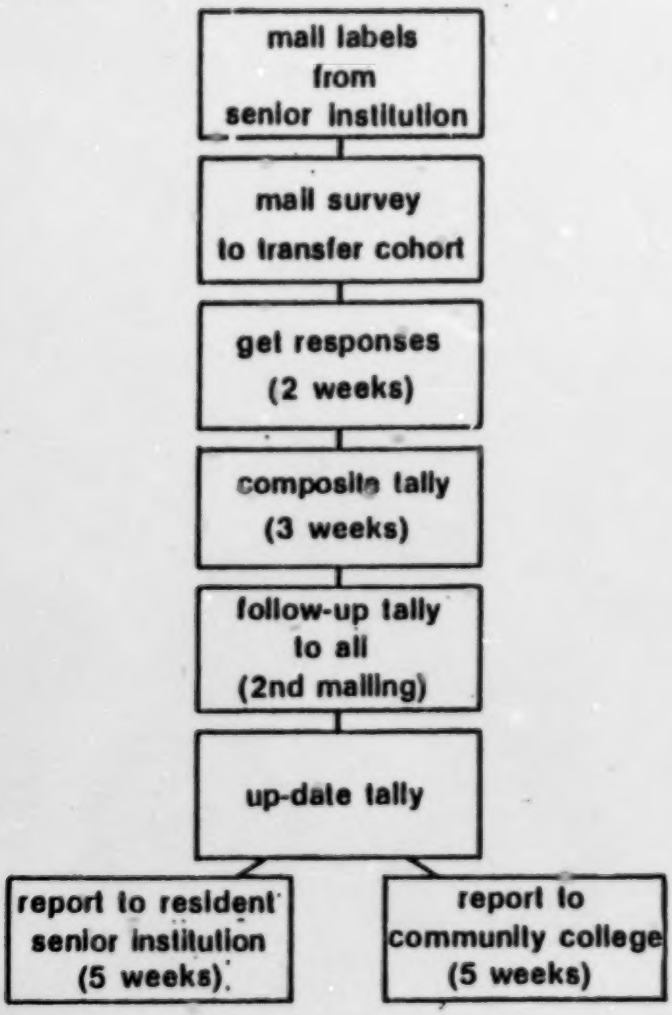
1. Feedback

Turnaround time of four weeks was achieved for the majority of the cohorts surveyed in 1978. In two instances, we were not able to provide transfers, community college and senior institution coordinators with results within four weeks. Feedback to students was prompt in all instances, and produced an increased response rate.

Students presented the community college with feedback. In each transfer cohort some students responded to the personalized service and used it to make requests of OCC (thereby sacrificing anonymity). One irate student arrived in the research office in late February (TPO surveys

Figure 3

Cohort Evaluation Steps For Senior Institution


mail labels from senior institution
mail survey to transfer cohort
get responses (2 weeks)
composite tally (3 weeks)
follow-up tally to all (2nd mailing)
up-date tally
report to resident senior institution (5 weeks)
report to community college (5 weeks)

Oakton Community College
7900 North Nagle
Morton Grove, Illinois 60053
312 / 967 5120

Figure 4

PRELIMINARY TALLY OF RESPONSES
TRANSFERS TO

UNIVERSITY

Number of questionnaires sent:
Number of questionnaires returned:
Range of time units at _____ = _____
Average number of time units at _____ = _____
Range of class status: Freshman-- _____
Median class status:
Modal class status:
Age range in years:
Number of each sex responding: M = F = Blank =
Range of semesters at OCC:
Almost ___% of these students had transferred after ___ OCC semesters
___ students said they received _____ credit for all OCC courses
___ students are taking 12 or more credits during _____
___ students are taking 12 credits; ___ are taking 16 or more credits;
___ are not taking any credits during _____
___ students found _____ more expensive than they expected
___ students find _____ harder than expected
___ students find _____ as difficult as expected
___ students find recreational possibilities better than expected
___ students find recreational possibilities as expected
___ students find they need to study _____ than expected
___ students find they need to study _____ than expected
___ students find they need to study as much as expected
___ students expect it to take longer than 4 years to get their degree.

Student Perceptions of	School with Higher Rating		Number of Students Rating Both Schools as Equal
1. Accessibility of Faculty	___	Higher	___
2. Preparation of Faculty	___	Higher	___
3. Academic Advising	___	Higher	___
4. Help with Personal Problems	___	Higher	___
5. Academic Standards	___	Higher	___
6. Help with Vocational Plans	___	Higher	___
7. Ease of Making Friends	___	Higher	___
8. Part-time Placement	___	Higher	___
9. Overall Rating	___	Higher	___

EBK/1978

are sent during the fall) demanding a copy of the preliminary tally which he had not received. He identified himself and complained about receiving a second survey (not from us) but no results. He departed happily with the tally.

Students seem to need such links with the community college. Such a link, may minimize transfer shock for new transfer students. We have not yet formally tested this notion. However, the majority of those identifying themselves by name were first term transfers. At the completion of formal education in our state two-thirds of former community college students are district residents. It may be that the messages sending regards to specific teachers (also involving sacrifice of anonymity) are signals of anxiety about the "re-entry phase." Does anyone back there remember me?

In the TPO procedure, feedback mechanisms are used to report results of individual cohorts to cohort respondents, the senior institutions, and community college members having counseling and curriculum and instruction responsibilities. Feedback here does not refer to public dissemination of either individual cohort responses to TPO, nor to reporting of the annual TPO results. These reports are treated in the dissemination section (See IV. Outcomes, 4. Dissemination).

However, feedback within TPO sometimes evolves into multiple loops which always include the research office. For instance, the research office requests information and transfer students supply it. But some transfer students ask questions requiring action by the research office. Thus the double loop. One illustration concerned an angry transfer student who claimed that OCC had not given credit for the U. S. Constitution test thus the student lost a whole semester (the logic is tortuous). We could not decipher the student's signature. We did contact the senior institution, which searched for but could not discover the student's identity.

Feedback to administrators and advisors taps two other purposes within the community college: planning related to curriculum and instruction, and advising of potential transfer students. Groups within the community college whose activities lie in these areas have found the cohort feedback useful.

2. Data Base

The data base which TPO has created should grow in utility over time. It currently includes baseline data on one community college and its transfers to six Illinois public senior institutions. Response rates were moderate; cohort size averaged roughly 100 community college transfers, with a range of 20-235. Figure 5 presents data on the 1978 TPO survey's respondents.

Figure 5

Transfer Program Outcomes
1978 Overall Tally

University	Names	Addresses		Returns	
		Good Address	Wrong/No Address	#	%
1	61	58	3	20	32.8
2	55	51	4	21	41.2
3	128	98	30	18	18.4
4	20	16	4	8	50.0
5	235	224	11	54	24.1
6	217	203	14	87	42.4
Overall	716	650	66	208	32.0

Information in the data base answers questions about transfer articulation: 1978 results indicate that OCC's information was accurate. Demographic data included makes possible information on student attitudes towards anonymity; as noted recent transfers sacrifice anonymity for continued ties with OCC; seasoned transfers maintain anonymity. Progress through postsecondary education can be assessed from the demographic information, as can the relative attractiveness of major fields at the different institutions. Such data is of considerable value.

Perceptions of OCC are tentatively assessed as being measures of an underlying OCC rating. Similar views of OCC result although cohorts rate their senior institution rather differently. Comprehensive checks of counter assumptions are planned for later stages of data base analysis. Also planned are pre-transfer surveys of the current OCC student body. Current students would be asked to rate selected institutional characteristics on "What I want in my senior institution." This would permit formal comparison of current OCC student responses with those of transfer cohorts. Superior decision making by potential transfers (current OCC students) is expected as a result of the expanded data base.

As the study continues and the data base grows, composite pictures of each senior institution should emerge. Likewise, composite pictures of OCC will emerge as a function of the comparisons made by each cohort group on each variable included in TPO. Resulting pictures should document changes within both institutions and students and provide subtle but helpful cues to OCC. The data base information ought to have prime utility to OCC's decision makers.

3. Methods of Analysis

TPO responses by transfer cohorts were analyzed by averaging for each item. For preliminary student feedback, data furnished was number of respondents in each category. This method was considered adequate for the first level analysis and was thought to minimize creation of bias in late responders. For each report to institutional personnel, opinion items and generalized ratings were assigned numerical values where necessary (values assigned corresponded to subject's words: 'average' = 3;

'excellent' = 5). Numerical values were averaged. Simple discrepancy measures were calculated for 'OCC' and 'This School' on each item across respondents. Each institution ('OCC' and 'This School') received a separate rating on each item. In addition, the number of students rating both schools as equal was provided. As an accuracy check overall ratings of each school were requested. The approach outlined yielded useful and interesting information.

First year data analyses included T-tests for matched pairs and analysis of variance. For the T-tests actual versus expected ratings were used in the initial set of comparisons (see Figure 6) while ratings received by 'OCC' and 'This School' were compared on another group of ratings (see Figure 7). These second level computations were performed for the entire group of respondents. It will be remembered that preliminary reports sent to each participating senior institution concerned only the the transfers to <u>that</u> institution.

Figure 6

1978 Transfer Program Outcomes T-tests
Actual/Expected Ratings

Topic	T-Value[a.]	df	P-Value
Cost	6.36	151	.001
Semesters to Graduation	3.47	172	.001
Academic Standards	1.06	152	.290
Recreational Possibilities	1.84	119	.068
Study Time Needed	3.90	151	.001
Size of School	.20	127	.842

a. Positive T-Value indicates higher value for actual condition; negative T-Value indicates higher value for expected condition.

Actual ratings on three variables: cost, study time needed, and semesters to graduate were significantly different ($P<.001$) from earlier expectations. Senior institutions, according to the 1978 OCC transfers who responded, cost much more, require lots more study time, and longer enrollment periods than the transfers had expected. Our results on the size of school item yielded no useful results, an artifact that may be due to item imprecision. It was difficult to tell whether students were responding to size of student body, or extent of the physical facilities on the senior institution's campus. The item is being revised.

Academic standards T-tests' results surprised us. The senior institutions were <u>not</u> viewed as being significantly more demanding academically than the community college. There was another surprise: we expected recreational possibilities at the senior institution to be viewed as vastly superior to those of the community college - - - and they were not. Perhaps this item could also benefit from revision: individuals perceive recreation in a multitude of ways and our item lacked definition.

Ratings of current university and community college were subjected to T-test comparisons also. Significant differences between current university and community college were found for five of the variables: accessibility of faculty and help with personal problems ($P<.001$) favored the community college. Academic standards and ease of making friends ($P<.001$) and preparation of faculty ($P<.004$) favored the current university. These findings presented no surprises, but serve as documentation of current conditions.

Trends noted were of interest: the community college was perceived more helpful in vocational planning ($P<.004$) and part-time placement ($P<.018$) than were the senior institutions. We had expected to find that academic advising was superior at the community college and that the current university would be viewed as significantly different from the community college on the overall rating. We actually found that overall ratings ($P<.086$) and academic advising ($P<.089$) were not significantly different for the community college and senior institutions in the 1978 TPO analyses.

Figure 7

1978 Transfer Program Outcomes T-tests
Current University/Community College

Topic	T-Value[a.]	df	P-Value
Accessibility of Faculty	-4.61	204	.001
Preparation of Faculty	2.92	203	.004
Academic Advising	-1.71	192	.089
Help with Personal Problems	-3.38	173	.001
Academic Standards	9.42	200	.001
Help with Vocational Planning	-2.55	176	.012
Ease of Making Friends	4.42	200	.001
Part-time Placement Opportunity	-2.38	157	.018
Overall Rating of Institution	1.73	202	.086

a. Positive T-Value indicates higher value for current university; negative T-Value indicates higher value for community college.

Next, school by school differences were examined. It was assumed that perceptions of the community college (OCC) represented a common baseline. The differences between ratings of university and community college were computed for all variables. The differences were subjected to analysis of variance to see if there were trends assignable to receiving institutions. Two of these ANOVAs will be used for purposes of illustration.

Figure 8

1978 Transfer Program Outcomes:
Differences in Ease of Making Friends

Variable	Mean	Std. Dev.	N
University 1	.850	1.531	20
University 2	1.571	1.399	21
University 3	.412	1.460	17
University 4	1.625	1.408	8
University 5	-.520	1.460	50
University 6	.659	1.476	85
Entire Population	.498	1.597	201

The variable, Ease of Making Friends, was selected because ANOVA indicated changes in perception differed according to receiving institution ($P. < .001$)*. One school is different from the rest. This school is a commuter institution; the others are residential. It apparently is more difficult to make friends at University 5 than at the community college which is also a commuter school. This is an important point in counseling students; those for whom social aspects of the senior institution are highly valued might be more satisfied at the universities receiving a higher social interaction rating. Two of the resident universities meet this qualification.

The other variable chosen for illustration here is Differences in Study Time Needed. Our T-test was significant, but the more robust ANOVA was not ($P < .147$)**. The analysis is a case where one mean, University 1, is negative. Perhaps as more data is gathered significance may be reached. However, at this baseline point one cannot distinguish the universities in terms of

* (F (5,195) = 8.463) ** (F (5,146) = 1.664)

study time required. One can say that in general students feel they need more study time at the university level than they did at the community college.

Figure 9

1978 Transfer Program Outcomes;
Differences in Study Time Needed

Variable	Mean	Std. Dev.	N
University 1	-.313	.793	16
University 2	.176	1.015	17
University 3	.462	1.266	13
University 4	.250	.957	4
University 5	.368	1.051	38
University 6	.500	1.069	64
Entire Population	.336	1.061	152

4. Dissemination Strategy

The dissemination of TPO information focused upon diverse needs of potential information users within community college, senior institution and the larger community. Dissemination, is the form of feedback rather than final reports, has been discussed elsewhere. (See page 5) Here we are interested in providing annual results to institutional decision makers at the community college within which counselors and the curriculum and instruction personnel are logical targets, and the senior institutions within which both transfer coordination and admissions personnel are primary targets. Format and contents of information transmitted may differ.

Senior Institutions need to know how they are perceived by community college transfers. TPO annual reports can furnish this information and more. TPO currently provides school by school data on 74 variables for participating universities. This data permits comparison with other universities to answer the question of "How do community college students think we are doing?" Such information, in summary form, can also be used by the senior institution for a variety of recruiting and public relations activities. Decisions about visitation, direct mailings, contents of recruiting information may be improved by timely access to TPO annual reports. This concern, during times of shrinking potential enrollments is not trivial.

As we noted earlier (Kirby, 1978a) senior institutions can benefit from knowing what explicit student expectations consist of, and we suggested that the dissemination of results at the senior institutions might encourage them to produce their own composite pictures built from perceptions of students from "feeder community colleges" and comparison of such perceptions with those of "native" students.

TPO annual results are useful at the community college to yet another group: potential transfer students. This group may make more use of the results than any other. It has often been said that we learn more readily from peers than by any other means; if one is a potential transfer from the community college, TPO consists of peer evaluations of senior institutions and the community college. Brochures are being planned to provide current OCC students with 1978 TPO results in an appropriate format. Currently in process are two brochures: the general -- "So You're Going to Transfer," and a series of comparable brochures "So You're Going to _____." The brochures are designed for wide
(name of senior institution)
circulation on the OCC campus and through the transfer counselors. (The effectiveness of the dissemination strategy will be assessed in due course.)

Transfer counselors, those in closest contact with TPO, are equipped with several types of information: they receive general reports, preliminary tallies and reports on the senior institution for which they are coordinators, brochures on all TPO senior institutions, and summaries of the annual data. The information is varied because the transfer counselors relate to members of many groups having different interests.

Community college planners might find each senior institution preliminary report a courtesy, but probably not worth reading. We think planners would be more likely to use a summary highlighting annual results. This short document should at least provide information about implications, alternative recommendations for action and probable outcomes if the recommendations are implemented. The summary would benefit from specific information on where the community college is discharging its responsibility well and where improvements might be considered.

Dissemination through professional channels requires another presentation format--the formal one. Focus in such gatherings is upon contributions to the research community. TPO's contributions to date consist of a rapid, efficient, low cost transfer follow-up system, useful data, pinpointing of pitfalls.

Professional dissemination is important because it enables the sponsoring institution to make a positive statement. The statement is that the institution supports research, feels it is important to document its efforts modifying them as indicated, and is willing to be exposed to public scrutiny.

TPO has been introduced at a regional community college research organization, been filed with both an educational resource repository and a state community college research repository, and is being presented nationally here as a system. Details of one aspect of TPO, namely emphasis on the student consumer, furnish the topic of another professional presentation.

The dissemination strategy outlined has the objectives of assisting postsecondary institutions in assessing their own performance, in providing needed information, and in increasing accountability to their publics. In summary, our dissemination strategy provides useful information rapidly to current OCC students, their advisers, administrators, senior institution personnel, the state community college board, professional colleagues, and the research office for future work.

5. Additional Benefits

Benefits projected during the planning stage of TPO have been realized. Among those hoped for were: 1) availability of information for fulfilling reporting requirements to various agencies and for accreditation purposes

obviating separate collection, 2) TPO data at OCC are being used as part of the baseline information for the self-study now being planned. 3) Procedures have been devised and are being refined for gathering the institutional comparisons needed for assessing and evaluating educational impacts (Astin, 1971).

It is too early to tell whether hoped for benefits in institutional decision making and midcourse corrections will be realized at the community college. Likewise, predicted recruiting benefits for the senior institutions cannot be evaluated yet.

We can point to an unexpected benefit from TPO. This is the growth of esteem from senior institution colleagues. For TPO documentation presents community college cohorts composed of adults who are the equals of 'native' senior institution students in their perceptions, goals and achievements. We can also, using initial year data, identify differences in important student perceptions of institutional characteristics, and some general trends. In future years it will be possible to plot changes over time and pin down some changes which although smaller and less dramatic are important. These smaller changes might not be recognized without regular inquiry.

V. Summary:

This paper has described development of a system for assessing transfer outcomes and has illustrated it with data collected from one community college and six Illinois public senior institutions. Development of the system built upon existing advising structures. Development of an instrument for comparative evaluation of students' perceptions of selected institutional characteristics is described. The data collected, and the sample feedback to those involved, as well as the data analyses are discussed. The data illustrate the virtues of TPO which include minimal cost in time, effort, money; rapid feedback; useful current information for planning, accountability, advising; a dissmenation strategy and its outputs; a data bank permitting composite pictures of institutions as viewed by transfer students on variables important to planning, and

instructional advising processes; and depiction of data changes over time within institutions. Materials adequate for replication have been furnished.

References

Alfred, Richard L., "Examining Impact in the Community College," Community College Frontiers, Vol. 5, #3 (Spring 1977) pages 39-42.

Anstett, Robert T., "A Study of Transfer Student Perceptions of a Campus Environment," NASPA Journal, Vol. 10, #3 (1973) pages 198-205.

Astin, Alexander W. and Panos, Robert J., "The Evaluation of Educational Programs," (pages 733-75) in Thorndike, R.L. (Ed.), Educational Measurement, Washington, D.C.: American Council on Education, 1971.

Baird, Leonard L., "The Practical Utility of Measures of College Environments," Review of Educational Research, Vol. 44, #3 (Summer 1974) pages 307-29.

Kintzer, Frederick C., "The Articulation Scene--1975," Community College Frontiers, Vol. 3, #3 (Spring 1975) pages 18-23.

Kintzer, Frederick C., "Articulation and Transfer," Topical Paper No. 59, December 1976, ERIC Clearinghouse for Junior Colleges.

Kirby, Emily B., "Assessment of Transfer Program Outcomes," July, 1978, ERIC Clearinghouse for Junior Colleges. ED# 156299.

Kirby, Emily B., "Moving Up and Out": Preliminary Reports on Transfer Cohorts from OCC to Illinois Senior Institutions. Parts I-VI, 1978-9, Oakton Community College, Morton Grove, IL.

Nickens, John Marcus, "A Comparison of Accuracy of Selected Models for Predicting Academic Performance of Junior College Students," J. Ed. Res., Vol. 66, #3 (Nov. 1972), pages 111-4.

Rinehart, Richard, "Assessing Successful Articulation of Transfer Students," (pages 37-50) in Baird, Leonard (Ed.), Assessing Student Academic and Social Progress. San Francisco: Jossey-Bass, New Directions for Community Colleges, #18, (Summer 1977).

Stark, Joan S., Leahy, Judith M., and Milley, Jane E., "Comparing Educational Processes for Improved Student Choice," presented at Association for Institutional Research, 17th Annual Forum, Montreal, May 1977.

Vaughn, George B., Elosser, Bonnie, and Flynn, R. Thomas, "Consumerism Comes to the Community College," Topical Paper No. 55, March 1976, ERIC Clearinghouse for Junior Colleges.

Willingham, W. W., The No. 2. Access Problem: Transfer to the Upper Division, New York: College Entrance Examination Board, May 1972.

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 18 1979

CLEARINGHOUSE FOR
JUNIOR COLLEGES